DOCUMENT RESUME

ED 200 491 SO 013 256

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TITLE Modernization and Japan: A Two-Week Unit for High School Social Studies. Service Center Papers on Asian Studies, No. 10.
INSTITUTION Association for Asian Studies, Columbus, Ohio. Service Center for Teachers of Asian Studies.
PUB DATE Jan 76
NOTE 79p.; For related documents, see SO 013 257-259. Some pages may not reproduce clearly from EDRS in paper copy or microfiche due to fading ink throughout original document.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Affective Objectives; *Asian Studies; Bibliographies; Cognitive Objectives; Course Descriptions; Evaluation Methods; Resource Materials; Secondary Education; *Social Studies; Tests; Units of Study
IDENTIFIERS *Japan; *Modernization

ABSTRACT

This publication outlines content, objectives, and evaluation procedures for a two week unit of study on modernization in Japan which can be used in high school social studies courses. The teacher must select and adapt the content of the course from six volumes published by the Association for Asian Studies. The volumes, which are not included in this publication, are comprised of 85 articles focusing on six themes: attitudes toward modernization, political development, economic development, social change, cultural change, and dilemmas of growth in prewar Japan. An outline cites the topics to be studied in the course and the corresponding articles which the teacher must read. For example, to acquire information on the topic of perspectives on modernization, the teacher must read the article "Changing Japanese Attitudes Toward Modernization." Although some of the articles in the six volumes may be appropriate for the advanced high school student, most are suitable for teacher use only. A bibliography of student materials is included in the unit. The teacher is expected to choose materials to use in the classroom from this list. No specific teaching strategies are recommended for the unit. Teachers must choose their own teaching strategies by reading sources cited in a bibliography on "Approaches." Tables match course content to specific objectives which are placed in the three domains of cognitive, affective, and social behavior. The unit discusses and contains tests and evaluation procedures. Bibliographies are also included on objectives and evaluation procedures. (Author/RM)

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Service Center Papers on Asian Studies

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No. 10

MODERNIZATION AND JAPAN

A Two-Week Unit for High School Social Studies

By James Hantula

SO 013 356

January 1976

Published by the Service Center for Teachers of Asian Studies, Association for Asian Studies, Ohio State University, 29 West Woodruff Avenue, Columbus, Ohio 43210. Franklin R. Buchanan, Director

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I. Pheasant and Phoenix?

Upon her return from the 1972 Japan Friendship Tour, Anne Wexler, Director of the National Voter Registration Drive for the Democratic National Committee, commented:

> We came home from Japan understanding completely a fact that we suspect many Americans and Europeans visiting and doing business there do not understand: that there is a vast difference between being modern and being Western. Japan is very modern, but is in no way Western.

Judging from her comment, "modern" does not mean "Western." Rather, in her view, "modern" is a global concept; "Western" is a provincial concept. "Modern" and "Western" are two unique characteristics of a nation or a culture. Presumably, a nation may be "modern" and "Western" or "modern" and "non-Western." The United States would be an example of the former, Japan of the latter.

To other observers, however, modernization is viewed as equivalent to Westernization, if not Americanization. Dating the modernization of Japan from the Meiji Restoration with its announcement in the Charter Oath (April 1868) to abandon customs of the past and to seek knowledge throughout the world, they claim Japan changed from a traditional to a modern society within the compass of a single century. Noting the Emperor Meiji's palanquin bore on its roof a representation of the Golden Pheasant, they identify the period from 1868 through 1945 as the period of the Pheasant. Noting also the remarkable rise of Japan from the ashes of war and defeat to a position as the "largest" nation in Asia, they identify the period from 1945 to the present as the period of the Phoenix. From the perspective of these cultural ornithologists, modernization in Japan is the study of the Pheasant and the Phoenix.

Of these two views, the latter appears to be more influential in American textbooks. According to their story, the Pheasant and Phoenix is in fact the story of Japan's modernization. Disregarding Japan's distinctive location,

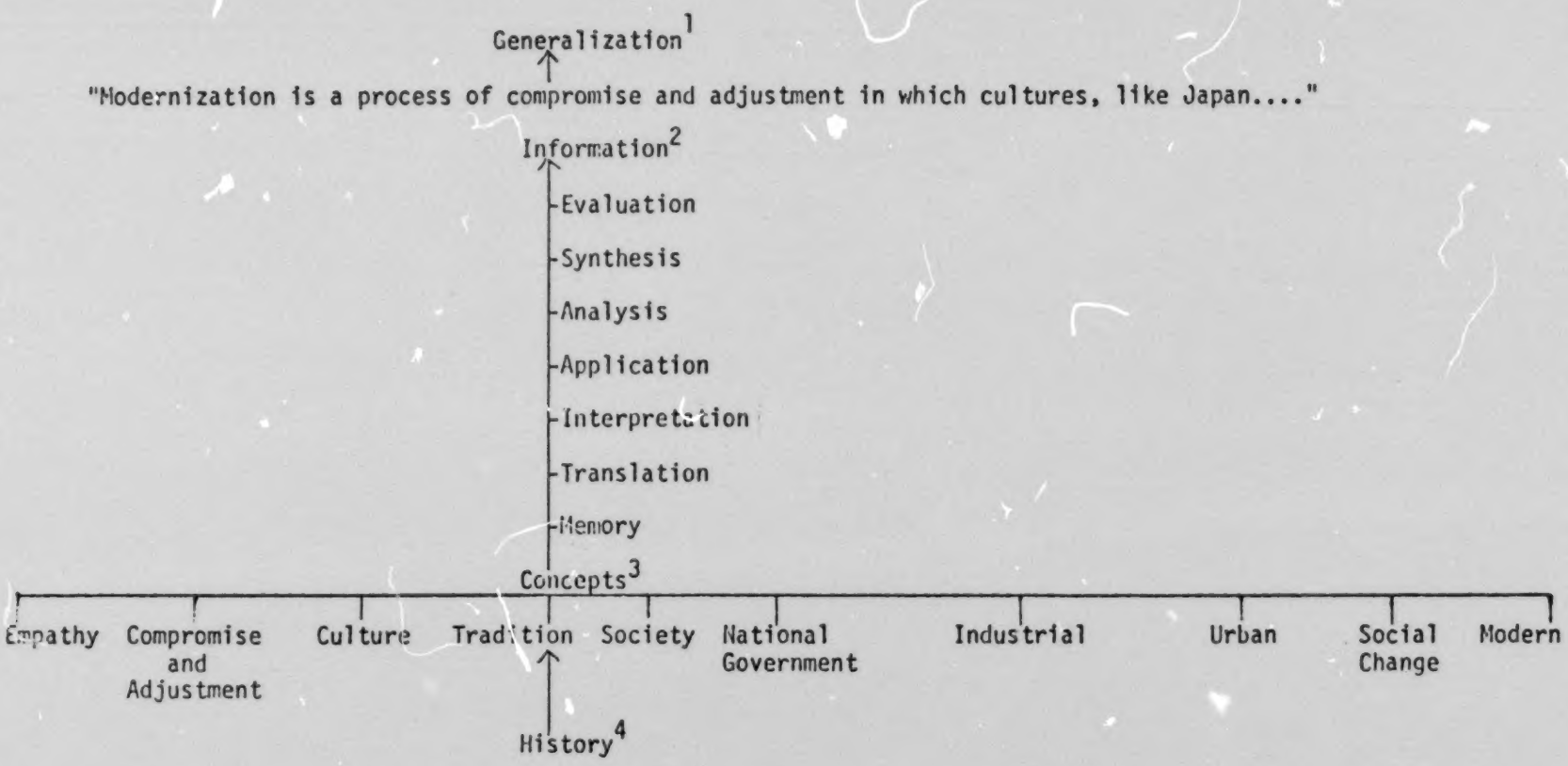
culture, and unique role in history, they cite Japan as an exemplar rather than as an exception to the rule. Nevertheless, the history of Japan may offer evidence for a different story of modernization; its story may not be illustrative of a textbook self-evident truth nor have the usually predicted "happy ending" associated with a modern culture. Indeed, a deeper understanding of modernization in Japan requires a reconciliation of tradition and modernity, Westernization and modernization. Toward these ends, the student can extend his understanding by applying the component concepts of modernization to information about Japan and thus, reflect upon the meaning of modernization and Japan.

To aid the student in this task, Modernization and Japan provides six sets of terminal objectives, an outline of content, and corresponding evaluation devices for teaching about the Pheasant and the Phoenix. Designed for implementation as a two week unit in the high school social studies curriculum, objectives, content, and evaluation devices are drawn from the cognitive, affective, and social behavior domains of learning. On their accompanying tables of specifications, objectives and test items drawn from the cognitive domain are further differentiated as to the appropriate category of thinking. The objectives are relatively specific statements of learning outcomes expressed from the learner's point of view. Each statement includes a description of the behaviors of the learner or what he is able to do as a result of or at the end of instruction. Corresponding evaluation devices include a Pretest, a formative test (Test #1), and a summative test (Test #2). Following the tests is a discussion of the reliability and validity of the items. A bibliography of professional sources concludes the unit.

As in all learning at the developmental level, the student is not expected to fully achieve the general objective of understanding the process of modernization. Rather, the student is expected to make progress toward this objective; hence, the specific learning outcomes represent degrees of progress as revealed by the evaluation devices. Given the limitations of time, the absence of instructional materials, and student abilities, progress may be very slight indeed. As a case study of modernization, however, this unit extends his education in social studies and socialization. By building upon previous learnings, the student applies the component concepts of modernization to a non-Western people. Consequently, the student's application results in a deeper understanding which opens the door to a more profound understanding of self in a modern society.

Together, the student and teacher seek to develop further their understanding of modernization. Processing the available information on modernization in Japan, both discover the intensive meaning of modernization to be defined by the characteristics of the modernization process, the extensive meaning by the Japanese example. Moreover, both discover the necessity for scholarly as well as personal evaluation of modernization in Japan. In their search for meaning, they share the values of rationality and empathy. Any of the social science disciplines could be used; however, history is chosen as the major methodology as it is the most common of the disciplines fostered by the high school. Since history is non-sequential in its intellectual demands, the ensuing study begins at any level of thinking and feeling and concludes with a better supported generalization regarding modernization and Japan. Figure #1 indicates the approach used by both student and teacher.

Figure #1 - Approach



[1]Adapted from Lavone A. Hanna and I. James Quillen, Education for Social Competence, revised edition, (Chicago: Scott, Foresman, 1961), page 202.

[2]The taxonomy is adapted from Benjamin S. Bloom, ed., Taxonomy of Educational Objectives (New York: Longmans, Green, 1956), and follows the taxonomy used by Norris M. Sanders, Classroom Questions (New York: Harper, 1966).

[3]The concepts are drawn from the concepts identified by Hanna and Quillen, op. cit.; T. L. Kelley and A. C. Krey, Tests and Measurements in the Social Sciences (New York: Scribner, 1934), pages 502-609; and Roy A. Price, et al, Major Concepts for the Social Studies (Syracuse, New York: Syracuse University, 1965).

[4]History is a methodological concept in contrast to the value concept of empathy. The remaining concepts are substantive concepts.

II. Objectives

The objectives for Modernization and Japan are placed in three domains of cognitive, affective, and social behavior. The cognitive domain includes each of seven categories of thinking identified by Bloom (1956) and Sanders (1966). These categories are: memory, translation, interpretation, application, analysis, synthesis, and evaluation. Although more clear in theory than practice, each category requires the student to use a particular mode of thinking. Memory requires the student to recognize or recall information, translation to change information into a different form. In contrast, interpretation requires the student to discover relationships among facts, generalizations, definitions, values, and skills. Application requires the student to solve a lifelike problem by identifying the issue and selecting appropriate generalizations and skills to solve the problem. In turn, analysis requires the student to solve the problem in the light of conscious knowledge of the parts and forms of thinking.

At the higher levels of the taxonomy, synthesis requires the student to solve a problem with original, creative thinking. Evaluation requires the student to make a judgment according to standards designated by himself, the teacher or other significant person. Through use of appropriate learning activities, the teacher can extend the student's abilities to think at each level of the taxonomy. Achievement of cognitive objectives is limited by the age, grade level, ability, previous experience, attitude toward learning, interest of the student and available resources for learning. Given these limitations, the teacher must decide which of the

objectives can be attained by the student. If mastery learning is the major educational goal, the teacher may decide to extend the student's abilities only as to the first three categories of thinking. But if developmental learning is the major goal, the teacher may decide to extend the student's abilities as to all categories of thinking.

Similarly, the teacher must decide which of the objectives drawn from the affective and social behavior domains are appropriate for the student. Related to the emotions, the affective objectives are defined in terms of the student's attitudes, appreciations, interests, and expressions. Of these behaviors, Burns (1972) includes only attitudes, appreciations, and interests in the affective domain. Curiously, however, he also identifies "experience objectives" as the "exception to the rule." Quite different is the perspective of Eisner (1969) who argues for "expressive objectives" as necessary to instruction. Whereas "experience objectives" are objectives for which no specific terminal behavior can be specified, "expressive objectives" result in an observable product. Although clearly different in conception, both "experience objectives" and "expressive objectives" share a concern for the learner's personal feelings. Hence, these objectives are categorized collectively as "expression."

In regard to the objectives drawn from the social behavior domain, the teacher is a decision-maker as teacher and as citizen. As a teacher, the teacher must decide which objectives are appropriate for fostering positive student social behavior with others. As a citizen, the teacher must decide which of the prescriptions offered by curriculum specialists and the public are appropriate for effecting "good" citizenship. Among

the many available prescriptions, the identification of objectives by Anderson (1968) and the National Assessment of Educational Progress (1969, 1970) are particularly noteworthy. In this unit, the social behavior objectives are drawn from these two professional and citizen sources. Unlike the cognitive and affective objectives, the social behavior objectives are more like goals than objectives; they often do not specify a terminal behavior. Accordingly, the teacher must translate these objectives into meaningful affective or cognitive instructional activities in order for the student to achieve the prescribed goal.

Excluded from the objectives are psychomotor objectives and objectives which are shared by social studies and other curricula. As significant learnings do occur in both dimensions of education, the teacher is encouraged to broaden the scope of the objectives accordingly. Moreover, the teacher is encouraged to expand each of the six objectives as is appropriate for the student. In the cognitive domain, each objective includes a subset of terminal objectives; one terminal objective is provided for each category of thinking. In regard to the affective and social behavior domains, one objective is provided for each content area. Hopefully, the objectives will suggest other objectives which would be as, or more, appropriate for the student. The teacher directs the student to attain those objectives which develop further the student's understanding of modernization. Figure #2 indicates the specifications for the objectives.

In adapting the objectives, the teacher may find it useful to define the subsequent study in accordance with criteria established by the student. In behavioral terms, the student would probably desire a study that is:

enjoyable to undertake;
directly related to his concerns;
relevant to the real social world;
drawn from currently valid knowledge;
defined clearly in the form of instructional objectives;
involving the student actively in the learning process;
including a broad range of learning resources;
facilitating the organization of his experience;
providing for systematic, comprehensive, and valid evaluation; and
integrated with the school program.

The following objectives and corresponding evaluation devices are the initial steps toward meeting these criteria. The remaining steps are to be taken by the teacher.

Figure #2

Objectives: Table of Specifications

Content	Domains: Cognitive[5] Memory	Translation	Interpretation	Application	Analysis	Synthesis	Evaluation	Affective[6] Attitude / Appreciation / Interest / Expression	Social Behavior[7] Social Studies	Social Education
I Concept of Modernization	A.	B.	C.	D.	E.	F.	G.	H.	I.	
II The Tokugawa Heritage	A.	B.	C.	D.	E.	F.	G.	H.	I.	
III Political Development	A	B.	C.	D.	E.	F.	G.	H.	I.	
A. in Meiji Japan										
B. since Meiji Japan										
IV Economic Development	A.	B.	C.	D.	E.	F.	G.	H.	I.	
A. in Meiji Japan										
B. since Meiji Japan										
V Social and Cultural Development	A.	B.	C.	D.	E.	F.	G.	H.	I.	
A. in Meiji Japan										
B. since Meiji Japan										
C. Contrasts and Comparisons										
D. Significant Leaders										

[5]Adapted from Bloom, Ibid., and Sanders, Ibid.
[6]Adapted from Richard W. Burns, New Approaches to Behavioral Objectives (Dubuque, Iowa: Brown, 1972)
[7]In consonance with curriculum and citizenship goals.

Domain*	Category**	I Learner is to know and understand the past and present trends related to modernization in Japan so that he can:
C	M	A. define the concepts of compromise and adjustment, culture, tradition, society, national government, industrialization, urbanization, social change, and modernity orally and in writing
C	T	B. write a paragraph describing one significant outcome of selected major "turning points" in the modernization of Japan
C	In	C. compare modernization in the United States and in Japan as to place of origin, common factors, and time of development after discussing these topics in a small group
C	Ap	D. compose three questions which would, if answered, provide pertinent information regarding the problems faced by modern Japan
C	An	E. distinguish between and among necessary, sufficient, and contributory conditions which account for the modernization of Japan
C	Syn	F. devise a system for classifying historical events utilizing the factors of political development, economic development, social and cultural development to group ten to twenty-five significant events in Japanese history into subsets of historical events
C	E	G. evaluate the modernity of selected, Japanese leaders according to the information and criteria provided in the required reading
A		H. organize into a system, in writing, selected Japanese values
S		I. empathize with the Japanese in their attempts to solve the problems of modernization[8]

*Domains are: (C) cognitive, (A) affective, and (S) social behavior.
**Categories of thinking in the cognitive domain are (M) memory, (T) translation, (In) interpretation, (Ap) application, (An) analysis, (Syn) synthesis, and (E) evaluation.
[8]Adapted from "object" III. C defined by Lee Anderson in "An Examination of the Structure and Objectives of International Education," Social Education, November 1968, pages 646-647.

II' Learner is to develop skill in using chronology so that he can:

C	M	A. relate selected dates and events in Japanese history
C	T	B. construct a timeline on which is placed ten of the more important dates in Japanese modernization according to the reigns of Japanese emperors
C	In	C. compare the major "turning points" in the modernization of Japan, identified in class, with the major "turning points" in the modernization of the United States
C	Ap	D. given two historical periods in American and Japanese history, determine which period is associated with American history and which period is associated with Japanese history
C	An	E. determine the words or phrases in the following statement which are indefinite in meaning as to chronology and write a brief statement indicating the possible definitions which might be given to the word or phrase "Japan is the most modern nation on earth."
C	Syn	F. devise three slogans which would appeal to all Japanese in 1868 to modernize by 1918
C	E	G. evaluate the Japanese technique for organizing periods of their history according to the reigns of Emperors
A		H. describe his commitment as a loyal samurai to the imperial order which forbade wearing of his swords
S		I. understand some of the major developments in the shaping of Japanese culture[9]

[9]Adapted from National Assessment of Educational Progress Objective E of Part IV "Have Knowledge Relevant to the Major Ideas and Concerns of Social Scientists," Social Studies Objectives (Ann Arbor, Michigan: National Assessment of Educational Progress, 1970), pages 18-24.

II" Learner is to develop skill in using maps and globes so that he can:

C	M	A. locate the capital city, the five most populous cities, the major islands, and surrounding bodies of water on an outline map of Japan
C	T	B. make a freehand drawing of the map of Japan
C	In	C. recognize the relationship between the major physical features of Japan and the cultural behavior of the Japanese
C	Ap	D. select one city that he believes was dependent to a significant degree on the Tokugawa shogunate for its survival and success, locate information about this city and demonstrate in writing how its peculiar location and history is related to its and Japan's subsequent modernization
C	An	E. write a syllogism in which the conclusion is a statement of geographic relationship between the Tokugawa shogun and the domain(s) which he ruled
C	Syn	F. form tentative hypotheses from information on maps and globes for the modernization of Japan
C	E	G. evaluate five statements contained in an atlas of Japan as to whether the statements are facts or opinions
A		H. respond voluntarily to questions which ask, "Do you think...was a geographic cause for the effectiveness of the Tokugawa shogunate?"
S		I. have knowledge of the spatial distribution of significant elements of the physical environment...and elements of the cultural environment[10]

[10]Adapted from National Assessment of Educational Progress Objective D of Part IV, pages 17-18.

III Learner is to understand the concept of political development in Japan since the Restoration of 1868 so that he can:

C	M	A. list five changes that have taken place in Japanese governance since the Meiji Restoration
C	T	B. explain in his own words the meaning of prefecture, "Traditional Japan," "Restoration," and emperor
C	In	C. write a paragraph describing one significant political outcome in regard to the modernization of Japan of three of the major events described in the required readings
C	Ap	D. identify the time interval in which a major political event in Japanese history occurred and in which a major political event in the history of the United States also occurred
C	An	E. distinguish during class discussion among necessary, necessary and sufficient, sufficient, and contributory conditions for the emergence of parliamentary form of government in Japan
C	Syn	F. form a generalization which relates three of the component concepts of modernization which help explain the political modernization of Japan
C	E	G. evaluate selected statements as to the support each statement provides for a generalization as to the relationship of the modernization of Japan and democratic government
A		H. be conscious of Westernization as a process
S		I. consume discriminately and process critically information about Japan and the United States as members of the global society[11]

[11]Adapted from "dimension" II. E defined by Anderson, page 647.

IV Learner is to understand the concept of economic development in Japan since the Restoration of 1868 so that he can:

C	M	A. describe two major characteristics of economic life in pre-Meiji Japan and three characteristics of post-Meiji Japan
C	T	B. write a definition of the phrases economic imperialism, "economic animal," Greater East Co-Prosperity Sphere
C	In	C. differentiate between the modernization and the "breakdown of modernization" in Japan
C	Ap	D. identify questions which would be most useful to have answered in order to determine the causal factors for the economic development of Japan
C	An	E. analyze the reasoning of the following statement: "Japan is very modern but it is not Western."
C	Syn	F. devise a set of criteria that would be helpful in defining the differences between modernization and Westernization
C	E	G. evaluate selected statements as their basis in emotion or thought regarding the effects of modernization
A		H. characterize the life style of a typical Japanese farmer in Meiji Japan
S		I. be knowledgeable of the economic explosion in Japan and Japan's continued Westernization[12]

[12]Adapted from National Assessment of Educational Progress Objective E of Part IV, pages 18-24.

V Learner is to understand the concept of social and cultural development in Japan since the Restoration of 1868 so that he can:

C	M	A. check Japanese words indicated by italics in random sentences from the required readings
C	T	B. draw a cartoon which illustrates a Japanese point of view of kindaika, kokutai, bushido, hari-kiri, and genro
C	In	C. compare the Centennial Celebration of the Meiji Restoration in Japan with the Bicentennial Celebration of the United States
C	Ap	D. locate information and write a summary report about current or proposed solutions to selected problems of modernization in Japan
C	An	E. analyze the reasoning of the following statement: "Nations which become modern are nations characterized by social change. As Japan is characterized by social change, Japan is a modern nation."
C	Syn	F. express in writing, in the form of a letter, his feelings toward the Emperor, tradition, and selected everyday experiences he might have if he were a Japanese living in contemporary Japan
C	E	G. include in his letter, noted in F., two personal experiences which reveal his evaluation of the quality of life in Japan
A		H. indicate during class discussion what he would do about a problem resulting from the modernization of Japan if he lived in Japan
S		I. cope with continuous change and marked diversity in Japan and in the United States[13]

[13]Adapted from "dimension" III defined by Anderson.

III. Outline of Content

The content of Modernization and Japan is adapted by the teacher from the six volumes published for the Conference on Modern Japan of the Association for Asian Studies. A product of a series of seminars held from 1959 to 1969, the volumes contain insights of Japanese and non-Japanese scholars into the modernization of Japan; they are rich intellectual fare for teacher and student alike. As published, each volume focuses on one of six themes: attitudes toward modernization, political development, economic development, social change, cultural change, and dilemmas of growth in prewar Japan. Some of the articles published in one volume, however, often are equally relevant to another volume. Moreover, several volumes encompass a similar period of Japanese history. For the teacher's convenience, the eighty-five articles included in the six volumes are identified in the following outline of content. In addition, the corresponding content noted in the tables of specifications is also identified.

Possible major topics to be discussed during the unit are indicated on the left of the outline. The topics are subsumed by Content I, II, III, A., B., IV, A., B., V, A., B., C., or D.; and, hence, are keyed to both objectives and evaluation devices. Similar to both, the topics are a representative sampling of content. As always, the teacher selects and translates content which is appropriate to the student. Except for Topic I A., all topics are discussed in the articles indicated on the left of the outline. In order to acquire additional information on Topic I B. 4, for example, the teacher is referred to the article entitled "Changing Japanese Attitudes Toward Modernization" by Marius B. Jansen. In planning the lesson,

the teacher may decide to include topics in a different sequence than suggested. Depending upon the terminal objectives of instruction, the teacher's decision as to sequence is arbitrary.

Although some of the articles in the six volumes may be appropriate for the advanced high school student, most are more suitable for the knowledgeable teacher. For the more typical high school student, it is recommended the teacher select from the instructional materials included in the third part of the bibliography which concludes this unit. In the bibliography, especially useful instructional materials for secondary students are marked with a plus (+). These materials vary considerably as to reading level, scholarship, and infatuation with the Pheasant and the Phoenix. A careful reading of these materials is required prior to selection for use in the classroom. As any one source may not meet the criteria established by the teacher, selection of several sources is suggested. In particular, a collection of primary sources would be an excellent supplement to a required text.

Topic	Articles*
I Introduction	Hall, John Whitney. "Changing Conceptions of the Modernization of Japan," Changing Japanese Attitudes Toward Modernization (Princeton, NJ: Princeton University Press, 1965)**, ch. 1, pp. 7-41.
A. Major Concepts Previously Introduced	
B. Perspectives on Modernization	
1. Development	Ward, Robert E. "Introduction," Political Development in Modern Japan (Princeton, NJ: Princeton University Press, 1968)***, ch. 1, pp. 3-9.
2. Of Japan	
3. By Japanese	_____., "Epilogue," PDMJ, ch. 15, pp. 577-592.
4. By Non-Japanese	Dore, R. P. "Introduction," Aspects of Social Change in Modern Japan (Princeton, NJ: Princeton University Press, 1967)****, pp. 3-26.
	Jansen, Marius B. "Changing Japanese Attitudes Toward Modernization," CJAM, ch. 2, pp. 43-89.
II The Tokugawa Heritage	
A. Ideology of the Shogunate	Smith, Thomas C. "'Merit' as Ideology in the Tokugawa Period," ASCMJ, ch. 2, pp. 71-90.
B. Economic Advancements	Crawcour, E. Sydney. "The Tokugawa Heritage," The State and Economic Enterprise in Japan (Princeton, NJ: Princeton University Press, 1965)*****, ch. 1, pp. 17-44.
C. Social Order	
1. Social Classes	
2. Urbanization	
3. Neo-Confucianism and Education	Craig, Albert. "Science and Confucianism in Tokugawa Japan," CJAM, ch. 4, pp. 133-166.
4. Agents of Change	Dore, R. P. "The Legacy of Tokugawa Education," CJAM, ch. 3, pp. 99-131.
D. Decline of the Tokugawa System	

*Authors working in Japan when their article was completed.
**Hereafter identified as CJAM.
***Hereafter identified as PDMJ.
****Hereafter identified as ASCMJ.
*****Hereafter identified as SEEJ.

III Political Development

1. Possibility of Choice
2. Role of the Emperor
3. Influence of Interest Groups
4. Government of Law of Men?
5. Role of the Citizen
6. Probability of War

Burks, Ardath W. "The Politics of Japan's Modernization: The Autonomy of Choice," PDMJ, ch. 14, pp. 537-575.

Hall, John Whitney. "A Monarch for Modern Japan," PDMJ, ch. 2, pp. 11-64.

*Tsuji, Kiyoaki. "Decision-Making in the Japanese Government: A Study of Ringisei," PDMJ, ch. 12, pp. 11-64.

*Ishida, Takeshi. "The Development of Interest Groups and the Pattern of Political Modernization in Japan," PDMJ, ch. 9, pp. 293-336.

Henderson, Dan Fenno. "Law and Political Modernization in Japan," PDMJ, ch. 11, pp. 387-456.

Steiner, Kurt. "Popular Political Participation and Political Development in Japan: the Rural Level," PDMJ, ch. 7, pp. 213-247.

Ike, Nobutaka. "War and Modernization," PDMJ, ch. 6, pp. 189-211.

A. in Meiji Japan (1868-1912)

1. Meiji Restoration
2. The Emperor and The Genro
3. Foreign Policy
4. Opposition to The Meiji Oligarchy
5. Founding of the Constitutional Government
6. Overseas Expansion

Webb, Herschel. "The Development of an Orthodox Attitude Toward the Imperial Institution in the Nineteenth Century," CJAM, ch. 5, pp. 167-191.

Hackett, Roger F. "Political Modernization and the Meiji Genro," PDMJ, ch. 3, pp. 65-97.

Jansen, Marius B. "Modernization and Foreign Policy in Meiji Japan," PDMJ, ch. 5, pp. 149-188.

B. from Meiji Japan to the present (1912-)

1. Elections
2. Political Parties
3. Taishō Democracy
4. Left and Right Wings in Politics
5. Decision Making in the 1930's
6. Failure of Military Expansion
7. Planned Political Change
8. Postwar Democracy

Silberman, Bernard S. "Structural and Functional Differentiation in the Political Modernization of Japan," PDMJ, ch. 10, pp. 337-386.

Scalapino, Robert A. "Elections and Political Modernization in Prewar Japan," PDMJ, ch. 8, pp. 249-291.

Spaulding, Robert M. "The Bureaucracy as a Political Force," Dilemmas of Growth in Prewar Japan (Princeton, NJ: Princeton University Press, 1971)******, ch. 2, pp. 33-80.

Beckman, George M. "The Radical Left and the Failure of Communism," DGPJ, ch. 5, pp. 139-178.

*Hosoya, Chihiro. "Retrogression in Japan's Foreign Policy Decision-Making Process," DGPJ, ch. 3, pp. 81-105.

Iriye, Akira. "The Failure of Military Expansionism," DGPJ, ch. 4, pp. 107-138.

Reischauer, Edwin O. "What Went Wrong," DGPJ, ch. 13, pp. 489-510.

Ward, Robert E. "Reflections on the Allied Occupation and Planned Political Change in Japan," PDMJ, ch. 14, pp. 477-535.

Norbeck, Edward. "Associations and Democracy in Japan," ASCMJ, ch. 6, pp. 185-202.

IV Economic Development

1. A Century of Growth
2. Rise in Consumption

*Ohkawa, Kazushi and Henry Rosovsky. "A Century of Japanese Economic Growth," SEEJ, ch. 2, pp. 47-92.

*Gleason, Alan H. "Economic Growth and Consumption in Japan," SEEJ, ch. 9, pp. 391-444.

******Hereafter identified as DGPJ.

A. in Meiji Japan

1. Fiscal Policies of the Government

2. "New" Capitalists

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IV. Evaluation Devices

Although identified as tests, the three evaluation devices included in the unit assume a broader view of the evaluation process than a test might imply. From this point of view, evaluation is the value judgement that precedes practical decision making in the classroom. Hence, the tests serve several, but not all, of the purposes of evaluation. These purposes include: (1) as an advance organizer for the student, (2) determination of mastery, and (3) a general assessment of achievement. In Modernization and Japan, the first purpose is the major purpose of the Pretest. The second purpose is the major purpose of the formative test, Test #1; the third purpose is the major purpose of the summative test, Test #2. Minor purposes distinctive to each test are also noted in the following discussion. Both major and minor purposes are suggested by the accompanying tables of specifications.

The Pretest is given during the first session of instruction. As detailed by Figure #3, the table of specifications, items on the Pretest include all the important elements of content I. Most likely, the student is not very knowledgeable about Japan nor of modernization as a process. Further, the student probably has had limited experience in the formation of a conjunctive concept. To alert the student to these dimensions of the subsequent study, the Pretest provides both substantive and procedural cues. The minor purpose of the Pretest is to identify some previously determined level of mastery. By achieving this level, the student is allowed to work independingly on a related project. If the student possesses some of the competencies which the unit seeks to develop but does

not achieve the required level of mastery, the teacher is alerted to adapt the unit to the student's demonstrated competencies. The relatively few items, on the Pretest, however, may not indicate adequately the student's level of mastery.

The Pretest also serves two other purposes for both student and teacher. Its third purpose is to assess the student's attitude towards modernity. Items 12 through 19 have been empirically derived by Kahl (1968) as the "core" of modernity. As presented on the Pretest, these items provide a modernity score which is later used in evaluating the affective component of Test #2. Finally, its fourth purpose is to identify social behaviors which have been prescribed for the student by concerned "outsiders" to the school. Answers to items drawn from the social behavior domain are predicted from prescribed curriculum and citizenship objectives noted in the objectives. Similar to answers to items drawn from the affective domain, items 21 through 25 on the Pretest are neither right nor wrong and are scored accordingly. Indeed, either as a mastery test or an advance organizer, the Pretest is scored but not graded.

Test #1 is given at the end of the first week of instruction. Limited to cognitive behaviors, Test #1 includes all the important elements in the unit detailed by Figure #4, the table of specifications. Moreover, this formative evaluation device includes items at each of the behavior levels specified. If the hypothesized hierarchy in learning difficulty exists, then the student's responses reveal the hierarchy. To determine whether the hierarchy of items established by the table of specifications is in fact borne out by the student's performance, appropriate item analysis procedures

are used. An analysis of Test #1 is also made in terms of mastery or non-mastery. Items in the first three categories of the cognitive domain are used for determination of mastery; however, the accuracy level for these items is arbitrary. In addition, it is recommended that an answer sheet be provided for the student to mark his errors. On the answer sheet, a detailed prescription of alternative learning resources is provided. For each error, the student consults at least one alternative in order to attain objectives I, II, and III.

Test #2 is given at the end of the unit. Unlike Test #1, Test #2 includes affective as well as cognitive behaviors. As detailed by Figure #5, the table of specifications items on Test #2 are a sampling of the important elements in the unit. Moreover, this summative evaluation device includes items at each of the levels specified. Items with content similar to items on the Pre-Test are noted on the table of specifications as are items with content recall from I, II, and III. In addition, items from all three domains are included on Test #2 as on the Pre-Test. Items in the affective domain are identical in content to the items on the Pretest; they differ as to situation. Whereas these items are without any situational cue on the Pretest, on Test #2 the student is to respond as if he lived in modern Japan. It is hypothesized that there will be no difference in score on these 8 items from the score achieved on the Pretest. If true, the hypothesis indicates the student empathizes with the Japanese as both he and his imaginary Japanese counterpart share a common attitude toward modernity. If false, the hypothesis indicates the change in the student's empahty for the Japanese as a result of the study. Drawn from the affective domain,

these items and the items in the social behavior domain are scored, but not graded except when the student has made a prior request to do so.

In all three tests, cells in the respective table of specifications are weighted in accordance with the purpose of the test. Hence, the Pretest includes items in all three domains. Test #1 includes items only in the cognitive domain; Test #2 includes items in all three domains. All three tests exceed the minimum criterion of a representative item for each category of thinking or column on the relevant table of specifications. All three tests meet the maximum criterion of available time. The Pretest can be completed in less than a single class period. Test #1 and Test #2 can be completed within a single class period, respectively. Except for the Pretest, most categories of thinking and the content are represented by a balance of items as indicated by the column and row totals on the respective table of specifications. Due to the non-sequential nature of intellectual demands in the social studies, a balance of items is a necessary, but not sufficient, condition for evaluation of the student's understanding.

On the Pretest, items are primarily weighted in favor of evaluation of the student's understanding of modernization. Only 4 of the 25 items included different content components as indicated on the table of specifications. More items could be included to sample the student's understanding of political, economic, social and cultural development of Japan. However, most high school students are probably not knowledgeable of these dimensions of the modernization of Japan. More important, the instructional strategy employed in Modernization and Japan requires students to apply previously learned concepts, of which the concept "modern" is the key concept. Mastery

of these concepts at different levels of thinking is essential to the student's success in the unit. Presumably, the secondary student is appropriately challenged by items evaluating application and analytic behaviors; hence, more than one item is included for each of these categories of thinking.

Items on Test #1 are approximately equal in weight except for the items in the categories of synthesis and evaluation. Both categories include content I, II, III, A., and B. In the synthesis category, one item is assigned arbitrarily to each content area and six items are assigned to I, which is the key concept under study. In the evaluation category, each content area is sampled and several items are drawn from content to be discovered the succeeding week. Instruction during the first week, however, is necessary for the student to respond correctly to these items. In comparison, items on Test #2 are approximately equal in weight except in the categories of analysis and synthesis. The fewer items in the former is compensated by additional items in the latter. Of the ten items in the synthesis category, one item is assigned arbitrarily to each content area; two additional items are assigned to V, which is the more important content under study. The number of items in the affective and social behavior domains is the same number as on the Pretest.

Correct answers are provided for all test items except supply items and items drawn from the affective and social behavior domains. Supply items are better answered in the teacher's or student's own words. Prior to administering the test, it is recommended that the teacher write an answer for each supply item. In contrast, answers are provided for items drawn

from the social behavior domain. These answers are "predicted" answers derived from the expectations of Anderson (1968) and the National Assessment of Educational Progress (1969, 1970). Aside from answers which are clearly cognitive in character, these answers may be more useful as springboards for class discussion chan as evidence for the student's understanding of modernization and Japan. Given these purposes for the items drawn from the affective and social behavior domains, the teacher may elicit a more reliable response from the student by placing such items on a separate response sheet and requesting omission of any identifying marks.

Figure #3

Pre-Test: Table of Specifications

Content *	Domains: Cognitive[14] Memory	Translation	Interpretation	Application	Analysis	Synthesis	Evaluation	Affective[15] Attitude	Appreciation	Interest	Expression	Social Behavior[16] Social Studies	Social Education	Total
I Concept of Modernization	1	2	4	7	9	10	11	12-20				21-25		21
II The Tokugawa Heritage			(3)	(5)										
III Political Development			3	5	8			(20)						3
A. in Meiji Japan			(3)											
B. since Meiji Japan			(3)	(5)										
IV Economic Development				(6) (7)				(20)						
A. in Meiji Japan														
B. since Meiji Japan														
V Social and Cultural Development				6			(11)	(20)				(22)		1
A. in Meiji Japan														
B. since Meiji Japan														
C. Contrasts and Comparisons			(4)	(5) (6)										
D. Significant Leaders			(3)											
	1	1	2	3	2	1	1	9				5		25 Total

[14]Adapted from Bloom, Ibid., and Sanders, Ibid.
[15]Adapted from Burns, Ibid.
[16]In consonance with curriculum and citizenship goals.
*Numbers in each cell refer to item numbers; numbers in parentheses refer to items which include several different content components.

Pretest

Item Number	Domain*	Category of Thinking**		
			Directions:	For each of the following statements, indicate the best answer by writing the appropriate letter in the parentheses preceding the statement.
1.	C	M	(A)	To be modern means to be: A. up-to-date B. an American C. "with it" D. under thirty years of age
2.	C	T	(C)	According to one author, modernization is the process in which "things fall apart." Most likely, this author was implying that: A. products are poorly made B. old ideas are no longer relevant C. life is increasingly disorganized D. art does not endure
3.	C	In	(C)	The Emperor is to Japan as the: A. Governor of Iowa is to the Midwest B. Prime Minister is to the United Kingdom C. President is to the United States D. Queen is to India
4.	C	In	(D)	As a modern land, Japan is more like: A. the United States than China B. Germany than the United States C. a non-Western nation than a Western nation D. a modern nation than an empire
5.	C	Ap	(A)	Among the major events in the relations between the United States and Japan, the date which does <u>not</u> fit in the following group is: A. 1776 B. 1854 C. 1941 D. 1971

*Domains are: (C) cognitive, (A) affective, and (S) social behavior.

**Categories of thinking in the cognitive domain are: (M) memory, (T) translation, (In) interpretation, (Ap) application, (An) analysis, (Syn) synthesis, and (E) evaluation.

6. C Ap (D) The major difference between the development of Japan and the development of the United States is in their:
   A. geographic location
   B. urbanization
   C. industrialization
   D. cultural values

7. C Ap (D) In order to determine the causal factors for the modernization of Japan, which of the following questions would be most useful to have answered:
   A. What are the major geographic features of Japan?
   B. What is the Japanese word and definition for modernization?
   C. What is the gross national product of Japan?
   D. What are the available sources of information on the modernization of Japan?

8. C An (C) According to some authors, nations which become modern are democratic nations. As Japan is a modern nation, they conclude, Japan is a democratic nation. However, their reasoning is false as:
   A. The conclusion is not valid, because not all nations which have become modern are democratic nations. The argument does not prove that Japan is democratic or undemocratic.
   B. The conclusion is not valid, because some nations which have become modern are totalitarian. The argument does not prove that Japan is a democratic or undemocratic.
   C. The conclusion is valid, but the major premise of the authors is subject to doubt. The argument does not prove Japan is democratic or undemocratic.
   D. The conclusion is valid, but the minor premise of the authors is subject to doubt. The argument does not prove that Japan is democratic or undemocratic.

9. C An (B) "Democracy is a necessary and sufficient condition for modernization." The preceding statement is an example of:
   A. a statement which is true.
   B. a statement for which there is much evidence.
   C. a statement for which there is little evidence.
   D. a statement which is false.

10. C Syn Devise two criteria which would be helpful in defining the "breakdown of modernization" in Japan.
   A. _____
   B. _____

11. C E (B) "Modernization is bad for the Japanese." The preceding statement is an example of:
A. a fact
B. an opinion
C. a principle
D. a value

For each of the following statements, indicate your reaction by writing the appropriate letter in the parentheses preceding the statement. Write a letter A if you agree very much with the statement. Write a letter B if you agree a little with the statement. Write a letter C if you disagree a little with the statement. Write a letter D if you disagree very much with the statement.

12. A ( ) With things as they are today, an intelligent person ought to think only about the present, without worrying about what is going to happen tomorrow.

13. A ( ) In order to be happy, one must behave in ways that other people desire, even if one has to suppress his own ideas sometimes.

14. A ( ) This city is not too friendly a place; you can only make friends with people who are pretty much of the same sort as yourself.

15. A ( ) Making plans only brings unhappiness, because the plans are hard to fulfill.

16. A ( ) When looking for a job, a person ought to find a position in a place located near his parents, even if that means losing a good opportunity elsewhere.

17. A ( ) People in a big city are cold and impersonal; it is hard to make new friends.

18. A ( ) The son of a laboring man does not have a very good chance of rising into the liberal professions.

19. A ( ) It doesn't make much difference if the people elect one or another candidate, for nothing will change.

20. A ( ) Japan is very modern, but is in no way Western.

For each of the following statements, indicate the best answer by writing the appropriate letter in the parentheses preceding the statement.

21. S (B) A study of modernization is best drawn from:
    A. everyday experiences
    B. currently valid knowledge
    C. novels on the modern life
    D. currently accepted points of view

22. S (A) A student of modernization would be expected to:
    A. know some of the major characteristics of contemporary life
    B. understand the interrelationships between culture and environment
    C. be aware of how cultures change in Europe and in Asia
    D. account for regional differences in the world

23. S (A) A student of modernization would be expected to be aware of the:
    A. United Nations and its role in modernization
    B. problems of international conflict
    C. dilemmas of modernization in developing nations
    D. convergence of modern societies

24. S (D) A student of modernization would be expected to:
    A. accept the superiority of the United States
    B. realize that all sources of information are biased
    C. support only expert solutions to social problems
    D. evaluate alternative viewpoints at home and abroad

25. S (D) A student of modernization would be expected to understand the major characteristics of a:
    A. local community
    B. state
    C. nation
    D. global society

Figure #4

Test #1: Table of Specifications

Content *	Domains: Cognitive[17] Memory	Translation	Interpretation	Application	Analysis	Synthesis	Evaluation (+11-20)	Affective[18] Attitude	Appreciation	Interest	Expression	Social Behavior[19] Social Studies	Social Education	Total
I Concept of	(1)		(4)		(7)	(10)	(8) 41					(25)		
Modernization	4	17	23	27	30		49					2		8+6
II The Tokugawa Heritage	25	(2) 3	8	10	28	40	(11) 46					(22) 7		8
III Political Development	5	9	19	(5) 22	26	—	(24) 44					(23) 21		8
A. in Meiji Japan	1	(3) 20	6	11	29		(9) 42 50					(6) 12		9
B. since Meiji Japan	24	15	14	16	18		48					(21) 13		8
IV Economic Development							43							1
A. in Meiji Japan														
B. since Meiji Japan														
V Social and Cultural Development							45							1
A. in Meiji Japan														
B. since Meiji Japan														
C. Contrasts and Comparisons							47							1
D. Significant Leaders														
	5	5	5	5	5	10	10					5		25 Total

Items 31-40 include content I, II, III A. and B.31 — Totals reflect 1 item assigned to each content area and 6 additional items assigned to I.

[17] Adapted from Bloom, Ibid., and Sanders, Ibid.
[18] Adapted from Burns, Ibid.
[19] In consonance with curriculum and citizenship goals.
*Numbers in each cell refer to item numbers; numbers in parentheses refer to items on the pre-test with content similar to Test #1.

Test #1

In the following statements, each of the statements in the left-hand column characterizes one of the terms in the right-hand column. For each of these statements, indicate the term in the right-hand column to which it best applies by writing the appropriate number in the parentheses preceding the statement.

Item Number	Domain*	Category of Thinking**	Statements	Terms
1.	C	M	(1) a major goal of the Meiji Restoration	1. modernization
2.	S		(8) a process common to all people	2. tradition
3.	C	T	(2) often viewed by some as the opposite of modernity	3. urbanization
4.	C	M	(3) usually means more city dwellers	4. industrialization
5.	C	M	(5) a process distinctive to Meiji but not Tokugawa Japan	5. nationalization
				6. democratization
				7. "breakdown of modernization"
				8. socialization

*Domains are: (C) cognitive, (A) affective, and (S) social behavior.

**Categories of thinking in the cognitive domain are: (M) memory, (T) translation, (In) interpretation, (Ap) application, (An) analysis, (Syn) synthesis, and (E) evaluation.

For each of the following statements, indicate the best answer by writing the appropriate letter in the parentheses preceding the statement.

6. C In (C) The capital city of Meiji Japan was located:
   A. west of Nagoya
   B. north of Hiroshima
   C. east of Osaka
   D. south of Kamakura
   E. in the same city as in pre-Meiji Japan

7. S (C) The sea of Japan is located between:
   A. southeast coast of Japan and China
   B. Shikoku and Honshu
   C. northwest coast of Japan and Korea
   D. Honshu and Kyushu
   E. Japan and the Philippines

8. C In (D) The four major islands of Japan are:
   A. Satsuma, Shikoku, Honshu, and Kyushu
   B. Hokkaido, Honshu, Chosu, and Shikoku
   C. Okinawa, Honshu, Satsuma, and Chosu
   D. Shikoku, Honshu, Hokkadio, and Kyushu
   E. Honshu, Okinawa, Kyushu, and Shikoku

9. C T (D) A prefecture is:
   A. a syllable which precedes a Japanese word
   B. a syllable which proceeds a Japanese word
   C. a geographical term
   D. a political term
   E. an English translation of the Japanese word for city

10. C Ap (D) Edo is a Japanese word which indicates the name of:
   A. an island
   B. the capital city
   C. a sea
   D. Tokyo
   E. a prefecture on Kyushu

11. C Ap (D) The political development of Meiji Japan is similar to the political development of Tokugawa Japan as to a national policy of:
   A. war with neighboring nations
   B. peaceful co-existence with neighboring nations
   C. harsh suppression of revolution
   D. non-violent social change
   E. remaining isolated from the world

12. S (A) An example of the influence of the West on Meiji Japan was the:
   A. adoption of a constitution
   B. acceptance of Confucianism
   C. rejection of the shogun
   D. restoration of the emperor
   E. war with the United States

13 S (C) A primary source for information about the political development of Japan since 1926 would be:
   A. Emperor Meiji's autobiography
   B. Emperor Yoshihito's memoirs
   C. Emperor Hirohito's official diary
   D. Emperor Ahito's book entitled The Political Development of Japan
   E. General MacArthur's biography

Following are a number of historical periods grouped in pairs. In each pair, one of the two periods lasted longer than the other. Mark the period which lasted longer with an (X) in the parentheses preceding the period. Mark the period which did not last longer with an (O) in the parentheses preceding the period. Consider each pair of periods separately.

14.	C	In	(O)	Taisho democracy
			(X)	Meiji period
15.	C	T	(X)	Reign of Emperor Hirohito
			(O)	Reign of Emperor Meiji
16.	C	Ap	(X)	Pacific War
			(O)	Russo-Japanese War
17.	C	T	(X)	Traditional Japan
			(O)	Modern Japan
18.	C	An	(O)	United States as a world power in Asia
			(X)	Japan as a world power in Asia
19.	C	Ap	(X)	Japan under its first constitution
			(O)	United States under its first constitution
20.	C	T	(O)	The term of office for the President of the United States
			(X)	The reign of an Emperor of modern Japan
21.	S		(O)	The history of the United States
			(X)	The history of Japan
22.	C	Ap	(X)	Japan as an ally of the United States
			(O)	Japan as an enemy of the United States
23.	D	In	(O)	Japan as a modern nation
			(X)	United States as a modern nation

Following is a set of items which contains lists of people, events, and/or things. Each list contains three things which belong together and one thing which is not connected with the other three but <u>is</u> a part of another list. In each list, decide which thing is not connected with the other three and in which list the misplaced thing does belong. Indicate your decision by writing the appropriate number or letter in the parentheses preceding the questions noted below the lists.

List 1	List 2	List 3	List 4
A. Meiji	E. MacArthur	I. Tora, Tora, Tora	M. Pollution
B. Taisho	F. Harris	J. War with Japan	N. Inflation
C. Showa	G. Tokugawa	K. War with Russia	O. Depression
D. Nixon	H. Perry	L. War with China	P. Expo '70

24. C M (D) Which name does not belong in List 1?
(2) Under which list does the correct answer to the above item properly belong?

25. C M (G) Which name does not belong in List 2?
(1) Under which list does the correct answer to the above item properly belong?

26. C An (J) Which event does not belong in List 3?
(4) Under which list does the correct answer to the above item properly belong?

27. C Ap (P) Which event does not belong in List 4?
(3) Under which list does the correct answer to the above item properly belong?

According to the required reading and class discussion, several conditions account for the modernization of Japan. These include:

necessary conditions (N);
sufficient conditions (S);
necessary and sufficient conditions (NS);
contributory conditions (C); and
hypothetical conditions (H).

Indicate the condition which most likely accounted for the following major events by marking the appropriate letters in the parentheses opposite each event. Writing in complete sentences, describe briefly the condition.

28. C An (C) restoration of the Emperor

_____

_____

29. C An (C) war with China (1894-1895)

_____

_____

30. C An (N) Imperial Rescript on Education (1890)

_____

_____

31.-
40. C S

According to the required readings and class discussions, identify:

A. three concepts which help to explain the process of modernization

1. _____

2. _____

3. _____

B. one characteristic and one example from Japanese history which illustrate each concept

Concept	Characteristic	Example
#1	_____	_____
#2	_____	_____
#3	_____	_____

C. one generalization which relates the three concepts to the modernization of Japan

_____

_____

Noted below is an unsupported generalization as to the modernization of Japan. After the generalization there are numbered statements. For each statement which supports the generalization, mark the letter Y (for yes) opposite the number of the statement. For each statement which does not support the generalization, mark the letter N (for no) opposite the number of the statement. Do not consider whether the generalization is true or false.

Generalization: As in other cultures, modernization of Japan resulted in a democratic government.

Statements:

41. C E (Y) 1. Many modern nations have democratic forms of government.

42. C E (Y) 2. Japan adopted a constitution during the Meiji era.

43. C E (N) 3. Japan has the highest standard of living of any nation in Asia.

44. C E (N) 4. In ancient Japan and in modern Japan, the emperor is the head of the nation.

45. C E (N) 5. With the American occupation of Japan, Japan became a democracy.

46. C E (N) 6. The Tokugawa shogun was a hard worker.

47. C E (Y) 7. If other cultures modernized and, as a result, became democratic, then the modernization of Japan must have resulted in a democratic government.

48. C E (Y) 8. Today, Japan has a parliamentary form of government.

49. C E (N) 9. Modernization and democratization are not causally related.

50. C E (N) 10. Democracy is government for the people, by the people, and of the people.

Figure #5

Test #2: Table of Specifications

Content *	Domains: Cognitive[20] Memory	Translation	Interpretation	Application	Analysis	Synthesis	Evaluation	Affective[21] Attitude Appreciation Interest Expression	Social Behavior[22] Social Studies Social Education	Total
I Concept of Modernization	50	1		46	22		36		47 19	
II The Tokugawa Heritage	8	2	10	15			49		7	
III Political Development	5	4	13	14	23		35		18	
A. in Meiji Japan			11	16			37		20	
B. since Meiji Japan	6	3	12	17			34		48	
IV Economic Development				(9) 16	(20) 22		(11) 35		19	5
A. in Meiji Japan			13							2
B. since Meiji Japan	9	3					(10) 34		21	5
V Social and Cultural Development	(25) 50	(1) 1		15	(8) 23		(24) 49		7	7+2
A. in Meiji Japan		(2) 2	11	(7) 46					(21) 47	5
B. since Meiji Japan	8		10	(5) 17					(23) 18	5
C. Contrasts and Comparisons	(6) 6	5	(4) 12				36		(22) 48	6
D. Significant Leaders		4		14			37		(3) 20	5+8
	4	5	4	5	2	10	5	8	7	50 Total

Items 24-33 include content IV, A., B., C., and D. Totals reflect 1 item assigned to each content area and 2 additional items assigned to V.

Items 38-45 are duplicates of items (12-19). The 8 items noted in the totals are these items.

[20] Adapted from Bloom, Ibid., and Sanders, Ibid.
[21] Adapted from Richard Burns, Ibid.
[22] In consonance with curriculum and citizenship goals.

*Numbers in each cell refer to item numbers; numbers in parentheses refer to items on the pre-test with content similar to Test #2. Numbers in content I, II, III, A. and B. refer to items with content recall in Test #2.

Test #2

In the following statements, each of the statements in the left-hand column characterizes one of the terms in the right-hand column. For each of the statements, indicate the terms in the right-hand column to which it best applies by writing the appropriate number in the parentheses preceding the statement.

Item Number	Domain*	Category of Thinking**	Statements	Terms
1.	C	T	(3) modernization of Japan	1. Bushido
2.	C	T	(6) national policy or national essence	2. Genro
3.	C	T	(4) Greater East Asia Co-Prosperity Sphere	3. Kin-daika
4.	C	T	(2) the "power behind the throne"	4. economic imperialism
				5. Sabi
				6. Kokutai
				7. Hari-kiri

*Domains are: (C) cognitive, (A) affective, and (S) social behavior.

**Categories of thinking in the cognitive domain are: (M) memory, (T) translation, (In) interpretation, (Ap) application, (An) analysis, (Syn) synthesis, and (E) evaluation.

For each of the following statements, indicate the best answer by writing the appropriate letter in the parentheses preceding the statement.

5. C T (D) Contemporary Japan is a nation whose population is the:
   A. greatest in Asia
   B. second greatest in Asia
   C. third greatest in Asia
   D. fourth greatest in Asia
   E. fifth greatest in Asia

6. C M (B) Contemporary Japan is a nation whose population is approximately:
   A. one third of the population of the United States
   B. one half of the population of the United States
   C. equal to the population of the United States
   D. twice the population of the United States
   E. four times the population of the United States

7. S (A) Contemporary Japan is a nation whose population is:
   A. racially diverse
   B. racially the same
   C. of the caucasion race
   D. of the Yellow race
   E. of the Negroid race

8. C M (D) Contemporary Japan is a nation whose population is:
   A. widely scattered throughout Japan
   B. equally distributed in rural and urban areas
   C. concentrated in the urban areas
   D. located mainly along the coastal areas
   E. located mainly in the interior areas

9. C M (A) Contemporary Japan is a nation with approximately:
   A. one fifth of its population engaged in agriculture
   B. one fourth of its population engaged in agriculture
   C. one third of its population engaged in agriculture
   D. two thirds of its population engaged in agriculture
   E. four fifths of its population engaged in agriculture

In the following statements, each of the statements in the left-hand column suggests an event in Japanese history which occurred during one of the periods of time indicated in the right-hand column. For each of the statements, identify the period of time in the right-hand column to which it best applies by writing the appropriate number in the parentheses preceding the statement.

				Statements	Periods of Time
10.	C	In	(7)	Emergence as an "economic animal"	1. 1800-1824
11.	C	In	(4)	Adoption of a "Western" system of education	2. 1825-1849 3. 1850-1874 4. 1875-1899
12.	C	In	(6)	Development of marked similarities to fascist Germany	5. 1900-1924 6. 1925-1949 7. 1950-1974
13.	C	In	(4)	Taxation of the farmer as a major source of government revenue for financing modernization	

In the following statements, the four events in the right-hand column are arranged in the order in which they occurred. Each of the numbers in the right-hand column represents a time interval. Interval 1 is that preceding the first event, interval 2 is that between the first and second events, and interval 5 is that following the last event. Each of the statements in the left-hand column describes or suggests a historical event. For each of the statements, identify the time interval in which the event implied occurred by writing the appropriate number in the parentheses preceding the statement. A number may be used more than once.

				Statements	Events
14.	C	Ap	(2)	Japan sends its first embassy to the United States	1
15.	C	Ap	(5)	Centennial of the Restoration	Civil War in the United States
16.	C	Ap	(2)	Feudalism abolished in Japan	2
17.	C	Ap	(5)	End of the military occupation of Japan	Spanish American War
					3
					World War I
					4
					World War II
					5

For each of the following statements, indicate whether the statement is true or false by marking the letter T if the statement is true or F if the statement is false in the parentheses preceding the statement.

18. S (T) As a member of the United Nations, contemporary Japan seeks world peace.

19. S (T) As a producer, contemporary Japan is the largest nation in Asia.

20. S (F) The President is to the United States as the shogun is to Japan.

21. S (T) Unlike the early years of Meiji Japan, contemporary Japan has many industries.

22. C An Analyze the reasoning of the following statement:

"Japan is very modern, but is in no way Western."

23. C An (C) According to some authors, nations which become modern are urbanized nations. As Japan is an urban nation, they conclude, Japan is a modern nation. However, their reasoning is false as:

A. The Conclusion is not valid, because not all nations which have been urbanized are modern nation.s
B. The Conclusion is not valid, because some nations which have a large rural population are modern nations.
C. The conclusion is valid, but the major premise of the authors is subject to doubt. The argument does not prove Japan is a modern nation.
D. The conclusion is valid, but the minor premise of the authors is subject to doubt. The argument does not prove that Japan is a modern nation.

24.-
33. C Syn Suppose you were a Japanese living in contemporary Japan. In writing a letter to a friend in the United States, how would you describe everyday life? In the letter, indicate: (1) the date, (2) the city in which you live; then describe: (3) your job, (4) your favorite leisure time activity, (5) a current social issue, (6) your feelings toward the Emperor, (7) your sense of tradition, and (8-9) two personal experiences which reveal your evaluation of the qualite of life in Japan.

Writing in complete sentences, evaluate the modernity of each of the following Japanese by characterizing each as modern (M) or not modern (NM). Then provide one reason for your characterization of each Japanese.

34. C E ( ) a member of the Diet who represents Farmers from Hokkaido

_____

_____

35. C E ( ) a historian who believes the history of Japan since 1868 is the story of conflict between the upper class and the lower class

_____

_____

36. C E ( ) a student from Tokyo now attending our school

_____

_____

37. C E ( ) Emperor Hirohito

_____

_____

For each of the following statements, indicate your reaction as a modern Japanese would probably react by writing the appropriate letter in the parentheses preceding the statement. Write a letter A if you agree very much with the statement. Write a letter B if you agree a little with the statement. Write a letter C if you disagree a little with the statement. Write a letter D if you disagree very much with the statement.

38. A ( ) With things as they are today, an intelligent person ought to think only about the present, without worrying about what is going to happen tomorrow.

39. A ( ) In order to be happy, one must behave in ways that other people desire, even if one has to suppress his own ideas sometimes.

40. A ( ) This city is not too friendly a place; you can only make friends with people who are pretty much of the same sort as yourself.

41. A ( ) Making plans only brings unhappiness, because the plans are hard to fulfill.

42. A ( ) When looking for a job, a person ought to find a position in a place located near his parents, even if that means losing a good opportunity elsewhere.

43. A ( ) People in a big city are cold and impersonal; it is hard to make new friends.

44. A ( ) The son of a laboring man does not have a very good chance of rising into the liberal professions.

45. A ( ) It doesn't make much difference if the people elect one or another candidate, for nothing will change.

For each of the following statements, indicate the best answer by writing the appropriate letter in the parentheses preceding the statement.

46. C Ap (D) In order to determine the causal factors for the decision to modernize in Meiji Japan, which of the following questions would be especially meaningful to have answered:
A. What are the major geographic features of Japan?
B. What is the definition of the word "Meiji"?
C. What was the cost of living in Tokyo?
D. What are the available sources of information on Meiji Japan?

47. S (C) A study of modernization of Japan is best drawn from:
A. currently accepted points of view
B. Japanese attitudes toward modernization
C. currently valid knowledge
D. examples of modern art

48. S (B) A student of modernization would be expected to:
A. know some of the major characteristics of life
B. understand the interrelationships between culture and environment
C. be aware of how cultures change in the West and in the non-West
D. account for regional differences in the world

49. C E (C) A student of modernization would be expected to:
A. accept the superiority of the Japanese
B. realize that the sources of information are biased
C. evaluate Japanese viewpoints as to modernization of Japan
D. support only expert solutions to social problems

50. C M (A) A student of modernization would be expected to:
A. accept Japan and the United States as members of a global society
B. recognize modern Japan as inferior to modern United States
C. recognize modern United States as inferior to modern Japan
D. reject Japan and the United States as members of a global society.

V. Reliability and Validity

Similar to other educational tests, the Pre-Test, Test #1, and Test #2 are complex transactions between the student and the teacher; each test is simultaneously a sample of at least four kinds of events. These events include: all the test situations that could be used to define the totality of the unit, all the responses that any student might make to each of the test situations, all the psychological conditions under which the student might respond to the situations in each test, and all the evaluations that might be made by evaluators concerning the relative importance of the student's responses to the test situation. Hence, the reliability of each test is an estimate of the degree to which each approximates the universe of the four kinds of events of which each is a sample. In interpreting the scores on each test, it is recommended to follow these general suggestions:

1. Prepare a frequency distribution of scores by domain.
2. Calculate the mean of the distribution of scores in the cognitive domain.
3. Calculate the standard deviation of the distribution.
4. Record test results by domain.
5. Estimate the reliability of the test scores.

Of the various techniques which have been developed for estimating the reliability of a test, probably none of them accounts adequately for all four events in the testing process. A common approach is the split-half method; it provides a measure of the internal consistency of a particular test and assumes this as an estimate of its reliability. In this method, the test is first given in its entirety to a group of students. Then the

questions are divided into random halves so as to constitute two half-tests. The responses on each half-test are rated so as to produce a score on each half-test for each student. The degree to which the two sets of scores rank the students in the same order is determined by correlational methods. If the agreement between the rankings produced by the half-tests is close, the reliability of the total test is estimated to be high. If there is considerable disagreement between the two rankings, the reliability of the total test is estimated to be low.

A second method of estimating reliability is known as the "inter-form" method. According to this method, two forms of Test #2, for example, could be devised. The items in each form are chosen at random from a pool of items presumed to be pertinent to the understanding of the students to be tested. The students are divided at random into two groups, Group I and Group II. The tests are given on successive days. Group I takes the first form on day one and the second form on day two. Group II takes the second form on day one and the first form on day two. The scores made by students in Group I on both forms are compared in the same manner as in the split-half method. The scores made by students in Group II on both forms are similarly compared. The results provide two estimates of the reliability of either form of the test, and the average of the two estimates is taken as the best estimate. Like the split-half method, the inter-form method is hardly flawless. Given the limited time available to most teachers, an alternative method may be more useful in estimating the reliability of a test.

Such a method is illustrated by determination of a coefficient across

different samples of items with the testing procedures used. Two of the relevant formulas devised by Kuder and Richardson are described by Bloom (1971). Either of these formulas, however, overestimates the consistency if speed is a major factor in the test; neither formula should probably be used unless 90 to 95 percent of the students are able to complete the test. Most likely, the resulting figure, the index of reliability, will be .60 or above. If the figure is .40 or below, several steps can be taken to improve the reliability of the test. These include:

6. Clarify any ambiguities in items and directions.

7. Increase the agreement among scorers or from a single scorer on different occasions. In regard to the supply items on the Pre-Test, Test #1, and Test #2, especially, strive to eliminate bias in evaluation by:
    a. removing the identifying name from each response sheet,
    b. shuffling the response sheets for the entire group prior to marking them,
    c. scoring all the response sheets on one item only before scoring a second item,
    d. entering the score for each item either on a separate sheet or on the response sheet so that it cannot be seen when scoring the next item.

8. Add more items of similar content-behavior validity or categories of thinking-behavior validity to the test.

9. Improve the discrimination power of items by revising those items which fail to discriminate properly. Particularly on Test #2, the discrimination index of all items in the cognitive domain should be positive, and the difficulty index should vary from about 20-80 percent, with the average around 50 percent. Since score variability need not be present in the scores of mastery tests, such indices are inappropriate for items representing the first three categories of thinking if the teacher has decided these categories are the categories to be mastered by the student. Hence, item difficulty in Test #1 cannot be specified prior to the student taking the test as this test is a formative evaluation. Similarly, the major purpose of the Pre-Test renders analysis of discrimination and difficulty of items to be a possibly inefficient use of teacher time.

Fortunately, correlation coefficients are available for the subset of items from the affective domain which constitute the empathy test, retest, on the Pre-Test (items #12-#19) and Test #2 (items #38-#45). According to Kahl (1968), the correlation coefficients for these 8 items are as follows:[23]

Pre-Test Item #	Test #2 Item #	in Brazil	in Mexico
12	38	-.60	-.62
13	39	-.51	-.61
14	40	-.63	-.59
15	41	-.65	-.59
16	42	-.60	-.58
17	43	-.61	-.54
18	44	-.60	-.55
19	45	-.60	-.52

In his cross-cultural study of adult populations, Kahl found 36% variance controlled by a common factor in Brazil, 31% in Mexico; these results were standardized within each nation. For cross-national contrasts, Kahl scored the responses the way they are indicated on the Pre-Test and Test #2: Agree very much (4); Agree a little (3); Disagree a little (2); Disagree very much (1). He then summed the responses to the eight items. Since all the items are phrased in the direction of traditionalism, a high score indicated traditional views; a low score indicated modern views.

For the teacher interested in the student's attitude towards modernity, a similar procedure could be used to measure the change, if any, from the student's attitude prior to the study of modernization in Japan to the student's attitude upon conclusion of the study. However, it is hypothesized

[23]Noted by J. Kahl in The Measurement of Modernism (Austin, Texas: University of Texas Press, 1968), page 43.

that the change, if any, would be slight as American students are themselves the products of modernization. By altering the situation, moreover, empathy rather than modernity may be more usefully measured. Accordingly, the items on Test #2 (items #38-#45) are identical to the items on the Pre-Test (items #12-#19) in content but differ in situation. Assuming modernity to be a constant among American students, it is hypothesized that the student who achieves the same score on both sets of items is empathetic towards the Japanese. Thus, the student who achieves a lower score on the second set of items than on the first is less empathetic towards the Japanese; the student who achieves a higher score on the second set of items than on the first is more empathetic towards the Japanese. In statistical terms, the null hypothesis to be tested is that there is no difference between the mean scores of the two sets of items.

In addition to reliability, a second important characteristic of any test is validity. Whereas the reliability of a test refers the precision with which it measures whatever it seeks to measure, the validity of a test refers to the degree to which it measures what it seeks to measure. The Pretest, Test #1, and Test #2 seek to measure the student's understanding of the modernization process in Japan. As indicated by the table of specifications for each test, test items are associated with the designated content. An analysis of the test items, moreover, indicates measurement of the content identified by the objectives. Each test, therefore, possesses "high" content validity. Due to individual differences among teachers and students, designation of items to particular cells is variable; however, independent judges would probably agree the test items do assess the

student's understanding of modernization in Japan. Of the three tests, Test #1 would probably elicit the closest agreement; hence, the "highest" content validity of the three tests is possessed by the formative test.

Moreover, the three tests possess construct validity. Each of the behaviors hypothesized existing in the cognitive domain are psychological constructs; each is included in each test. The degree to which each test measures these constructs can be inferred from the respective table of specifications. As with content validity, independent judges of these test items might disagree as to the construct validity of the items; most, however, would probably agree. More disagreement would probably occur among independent judges as to the tests' predictive and concurrent validity. Actually, their disagreement would probably have little to do with the tests themselves. In the case of predictive validity, for example, the predictive validity of any test is specific to the situation in which the predicted performance occurs. Accordingly, the predictive validity of the Pretest is limited by its major purpose. Scores of Pretest items drawn from the cognitive domain might be used to predict student performance during the unit; nevertheless, their predictive validity is of minor importance to the teacher. In contrast, scores on Test #1 have more predictive validity as they can be used to predict performance on items drawn from the cognitive domain in Test #2. Similarly, scores on Test #2 can be used to predict the student's cognitive behaviors in subsequent social studies units.

As to concurrent validity, the concurrent validity of the Pretest, Test #1, and Test #2 is not known. There is no other test which purportedly

measures the same capabilities as do the three tests. If the teacher wishes to inquire into the relation between an indirect and a more direct measure of modernization, one test on which students might maintain the same rank order as on the Pre-Test is the Goodenough Draw-a-Man Test. Although intended as a test of "native" intelligence, it is now certain there is no "intelligence" test which is unaffected by experience. The ability to draw a man, for example, does turn out to be an index of modernization.[24] In sum, the three tests in Modernization and Japan do possess, in increasing degree, predictive, construct, and content validity. In fact, however, their validity pertains to the uses made of each instrument and the results of their uses, not to the instruments themselves. Of these uses, content validity is clearly the most important to both teacher and student.

[24]Discussed by Wayne Dennis in his "Goodenough Scores, Art Experience, and Modernization," Journal of Social Psychology, 1968, pages 211-228.

VI. Bibliography

In recent years, studies of modernization have become increasingly popular among scholars although few have addressed themselves to the infusion of their insights into the social studies curriculum. Fortunately for the teacher of Modernization and Japan, many studies of modernization in Japan by Japanese and non-Japanese scholars are contained in the volumes authorized by the Conference on Modern Japan, a special project of the Association for Asian Studies. The cognitive content of Modernization and Japan is adapted from these volumes; individual studies are cited in the third section, III. Outline of Content. Unfortunately, these volumes do not include many empirical studies of Japanese affective behavior. As empirical studies of modernization in Japan are not readily available, the affective content of Modernization and Japan is adapted from selected empirical studies of modernization in Japan and other cultures.

Moreover, the professional literature provides the classroom teacher with limited assistance in the formulation of objectives, selection of content, evaluation of learning, and identification of sources on Japan. Several sources, for example, suggest appropriate objectives albeit restricted to developing the student's understanding of Japan as a military power. Judging from their prescriptions, content is selected for very narrowly defined instructional purposes which do not include developing the student's understanding of modernization in Japan and, further, are belied by the increasing amount of instructional materials on Japan. Available norm-referenced tests also include some items on Japan but appropriate criterion-referenced tests are virtually non-existent. Consequently, the

teacher of Modernization and Japan must adapt instruction to the maturity level of the student in accordance with current theory rather than current practice.

To aid the teacher of Modernization and Japan in this task, the following bibliography is provided. Divided into four parts, the bibliography identifies sources which have proven useful in defining the approach, objectives, content, and evaluation procedures of the unit. The first part of the bibliography includes articles and books pertaining to possible approaches employed in Asian and Japanese studies. The second part notes articles and books consulted for assistance in the formulation of objectives. The third part cites articles and books used in the selection of cognitive, affective, and social behavior content encompassed by the unit. Unlike the other parts, the third part contains materials for both teacher and student; in this part, sources which are especially useful as instructional materials for secondary students are marked with a plus (+). Finally, the fourth part indicates several collections of test items and guides for the adaptation of evaluation procedures to a particular class of students.

For assistance in selecting additional sources of information, the following titles have also proven useful:

Asia Society. A Guide to Basic Books (New York: Asia Society, 1971).

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In addition to these books, continuing sources for current information as to methodology and content in teaching about Japan have also proven useful. Among the more useful of these sources, available in English, are the following annotated titles:

Asian Forum

A quarterly published by the Pan Asia Foundation Institute for Asian Studies.

Asian Survey

Supersedes the Far Eastern Quarterly. Published by the University of California Press.

Focus

A quarterly published by the Service Center for Teachers of Asian Studies.

Japan. Office of the Prime Minister. Bureau of Statistics. Statistical Handbook of Japan

Provides a brief description of present day Japan through statistics. Issued annually and available from Japan Air Lines.

Japan Illustrated

A pictorial magazine issued quarterly.

Japan Interpreter

A journal of translations from Japanese into English. Presently entitled the Journal of Social and Political Ideas in Japan.

Japan Quarterly

One of the more widely read periodicals on Japan in the United States.

Japan Report

A bi-monthly newsletter published by Japan Information Service, Consulate General of Japan, New York.

Japan Times

A popular newspaper in Japan. Available in a monthly bound volume of the daily overseas version.

Journal of Asian Studies

The official journal of the Association for Asian Studies.

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A major journal for Japanese studies published by the Sophia University Press in Tokyo.

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